DOCUMENT RESUME

ED 200 905 CS 005 995

AUTHOR Brinzer, Raymond J.; Cutlip, Glen
TITLE Report on the Administration of a Reading Curriculum Evaluation Instrument (the West Virginia "Criteria of Excellence") in a Controlled Setting: Implications for Elementary School Reading Program Practice and Improvement.
PUB DATE Apr 81
NOTE 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Curriculum Development; *Curriculum Evaluation; *Educational Assessment; Elementary Education; *Evaluation Methods; Measurement Techniques; *Program Improvement; *Reading Instruction; *Reading Programs
IDENTIFIERS Criteria of Excellence; West Virginia Model Schools Project

ABSTRACT

Six elementary school principals and their staff members, participants in the West Virginia Model Schools Project, used a curriculum evaluation instrument ("Criteria of Excellence") at the beginning and end of a two-year project to improve their reading programs. The results were used to provide formative and needs assessment data, generate plans for individually tailored curriculum improvement projects using West Virginia Right-to-Read program materials, and obtain summative data relative to needs fulfillment resulting from plan implementation. The findings were then compiled into a report to be used as a resource by schools interested in reading curriculum evaluation and improvement. Results indicated that the instrument was comprehensive, increased faculty knowledge of salient program aspects, and was a good assessment tool. Criticisms of length, redundancy, technical language, and complexity were noted. It appeared, based on rating scale information, that different levels of personnel perceived the value and ease of instrument use in line with their reading background. (Author/RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED200905

Report on the Administration of a Reading Curriculum Evaluation Instrument (the West Virginia Criteria of Excellence) in a Controlled Setting: Implications for Elementary School Reading Program Practice and Improvement

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Raymond J. Brinzer
Glen Cutlip
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Raymond J. Brinzer

*Glen Cutlip

West Virginia Department of Education

Bureau of Learning Systems

Division of Instructional Learning Systems

*Glen Cutlip is Currently with the Maryland Department of Education

Paper Presented at the American Educational Research Association Conference Held at Los Angeles, California, April 15, 1981.

Running Head: Report on the Administration of a Reading Curriculum Evaluation

CS005995

ABSTRACT

Six principals and their staff members, participants in the West Virginia Model Schools Project, administered a curriculum evaluation instrument (Criteria of Excellence) at the beginning and end of a two-year curriculum improvement project. Instrument results were used to provide formative and needs assessment data, generate plans for individually-tailored curriculum improvement projects using West Virginia Right-to-Read program materials, and obtain summative data relative to needs fulfillment resulting from plan implementation. Findings were then compiled into a report to be used as a resource by schools interested in reading curriculum evaluation and improvement. Results indicated that the instrument was comprehensive, increased faculty knowledge of salient program aspects, and was a good assessment tool. Criticisms of length, redundancy, technical language, and complexity were noted. It appeared, based on rating scale information, that different levels of personnel perceived the value and ease of instrument use in line with their reading background.

A criteria of excellence came to be known, during Right-to-Read years (1970-1980), as a system of reading program evaluation standards. This type of instrument provided a coherent frame along salient conceptual lines for measuring, or estimating, the structural status of an existing reading program (or developing program) - by comparing it with a model reading program (i.e., criteria of excellence).

The development of a criteria of excellence was regulated by Right-to-Read guidelines. Additionally, a wide variety of criterias was developed by different states as a part of the Right-to-Read program emphasis. Historically, these criterias were developed by, and for, state department dissemination, with the objective being to provide local education agencies the tools for reading program evaluation and needs assessment, thus improvement plan development.

The West Virginia Criteria of Excellence

The West Virginia Criteria of Excellence (Criteria) was first published in 1977. The criteria for this instrument were developed from literature searches, statewide surveys, and an advisory council for the West Virginia Program for Improving Reading Achievement (oftentimes referred to as PIRA). In developing the criteria for this instrument, an attempt was undertaken to obtain the essential conceptual constructs of sound reading programs, organize these constructs into a cohesive hierarchical framework, and develop a scale for rating the status of the constructs in relation to existing constructs in an operational reading program. The West Virginia Criteria of Excellence was the result.

Structure of the Criteria of Excellence

The criteria has a total of seven basic categories, or conceptual constructs. Each category subsumes one or more criterion statements. Criterion statements are standards for development, or operation, of effective reading programs. For example, Criterion 6.0 of the West Virginia Criteria (Category IV: Curriculum and Instruction), states that "curricular and instructional practices provide for optimal student achievement." A total of nine criteria are subsumed under the seven basic categories of the Criteria. Criteria subsumed appear after the basic categories for the entire instrument as follows.

Category	Criterion(a)
I. Philosophy	1.0 The school reading philosophy is consistent with the county* reading philosophy.
	2.0 The school has a philosophy that is written and supported by the staff.
III. School Organizational Patterns	3.0 Organizational patterns lead to an effective reading program.
III. Instructional Staff	4.0 The instructional staff participates in reading curriculum development.

*West Virginia employs a state education agency-county education agency umbrella; all fifty-five counties are included in this statewide organizational framework.

		5.0 Volunteers, paraprofessionals, and other auxiliary personnel assist the instructional staff in meeting reading program objectives.
IV.	Curriculum and Instruction	6.0 Curricular and instructional practices provide for optimal student achievement.
V.	Materials and Resources	7.0 Materials and resources are utilized to meet the instructional needs of the reading program.
VI.	Communication	8.0 Structures and methods are organized and implemented for communication among individuals involved in the reading program.
VII.	Evaluation	9.0 Continuous evaluation provides data to improve the comprehensive school reading program.

Criterion statements are, in turn, followed by indicator statements. Indicators are specific instances, or statements, the status of which is assumed related to the criterion, or conceptual construct. A considerable number of indicator statements may be assigned to a criterion statement. For instance, criterion 4.0 has approximately nine indicator statements related to the status of the criterion.

Each indicator statement is followed by a space entitled "Evidence." Evidence consists of a narrative account of the status of the indicator.

At the end of each category, a conclusion statement is presented. This statement is set in conjunction with a rating scale that, after analysis and completion of the category-criterion-indicators-evidence relationship, is applied. The conclusion statement consists of a repetition of the criterion statement.

The rating scale is followed by a recommendations section. The recommendations section consists of spaces for narrative material that are intended to enable the evaluator to develop specific solutions to improve the indicator status, based on the indicator-criterion relationship, thus enabling improvement of the criterion through planning and inservice, and ultimately the category.

Category III (Instructional Staff), Criterion 4.0, Indicators 4.1-4.9 as well as the evidence spaces, are contained in Appendix A (p. 23). Please refer to this appendix as necessary in order to obtain an idea of the structure of each category (the entire instrument is available, upon request, from the West Virginia Department of Education).

A final synthesis section provides closure to the Criteria evaluation instrument. This section includes a synthesis graph, the purpose of which is to provide a comprehensive visual description of a pre and post, e.g., reading program assessment. An actual synthesis graph containing pre and post program information for one of the model schools is presented in Appendix B (p. 35). While the synthesis graph provides a pictorial representation of the Criteria, the narrative section requires the evaluators to transform this visual description into a verbal narrative describing the relationship among the categories and criteria. Thus, verbal closure is obtained as a consequence of instrument design. The narrative section follows the graph in Appendix B.

Rationale

The Criteria of Excellence consists of a set of standards, or markers, that are characteristic of sound reading curricula. These standards are generic, and involve most aspects of curriculum organization, content, and operation. The rationale for development and use of the Criteria as an evaluation instrument resided in the development of the instrument by a committee of reading program experts, correlation of an existing program with the Criteria in a relative (evaluative) sense, development of a plan for school curriculum improvement based on the degree of match between instrument criteria (standards) and local program match (needs), implementation of the plan in a controlled (inservice) setting, and summative evaluation, using the instrument, in order to determine resolution of needs and concomitant development of program criteria of excellence. It was believed that this approach to curriculum evaluation, needs assessment, and program improvement offered a school staff a vital resource and plan for curriculum improvement efforts.

Purpose

The overall purpose of the Criteria is to enhance school reading program improvement and operation. Specifically, the cited purposes are:

1. appraisal of a school reading curriculum,
2. establishment of a new reading program,
3. management of school reading program components, and
4. service as an instrument for upgrading administrator and faculty knowledge and grasp of reading program status, operation, and potential for improvement. Additionally, the Criteria is intended to serve as a faculty-administrator planning guide for reading program improvement.

Literature Review

An ERIC search of criterias of excellence (reading program evaluation standards) was conducted in March 1981. The search revealed that approximately 11 reports focusing primarily upon, or including as a component, criterias of excellence, were currently available. These reports provide substantive information on program evaluation instruments for the local school level. Reports were noted for the Right-to-Read Office, Alabama, District of Columbia, Georgia, Idaho, Kentucky, Lousiana, New England Consortium, Pennsylvania, Tennessee, and Virginia. Readers interested in obtaining resource information on reading program evaluation along the curriculum lines supported by Right-to-Read may wish to refer to these reports, or contact the originators.

Instruments largely tend to be of two types. The first type is oftentimes relatively short in format and easily administered. This type of criteria consists of a checklist, or rating scale arrangement, and is relatively objective in format.

Longer instruments are often more complex. One of the more complex criterias is the West Virginia Criteria. The complexity of this instrument largely results from the narrative reporting format, which would appear to employ expressive skill involvement, and subsequently different cognitive operations and implications, as compared to the receptive skills checklist formats of the shorter criterias.

Methods and/or Techniques

Six model schools administered a Criteria of Excellence at the beginning of a three-year curriculum improvement project in order to obtain needs assessment data relative to specific curricular criteria. The instrument was administered by each principal and staff, with support from a county reading administrator and a college/university

consultant (reading area) assigned for the life of the project in a controlled inservice setting. Results of instrument administration were then used to generate a plan for curriculum improvement, as well as to establish initial markers of program curriculum status. An extended plan of inservice education resulting from instrument data results was then engaged in by the respective school staffs in an effort to effect reading program improvement. The inservice efforts used reading program resource materials developed by the West Virginia Program for Improving Reading Achievement (on an individual school needs basis). Schools readministered the instrument at the project's close in order to obtain data descriptive of program changes toward excellence as a result of inservice staff development efforts. Knowledge-attitude information descriptive of project participation was obtained at the beginning, throughout, and the close of the project (not reported herein).

Data Source

Six model schools selected to participate in the West Virginia Right-to-Read Model Schools Project provided data for this project. The schools were geographically located in six of the eight Regional Education Service Agencies (county clusters) throughout the state, giving a statewide flavor to the Model Schools Project membership. A county reading administrator, consultant, school principal, and school staff comprised the data acquisition team at each model school site. Analysis of a school reading program relative to the Criteria provided the actual information.

Personnel

Key personnel involved in the model schools project included two state department project codirectors, six local education agency (LEA) principals, six county reading administrators (CRA's), and six college/university consultants. Communication occurred in a variety of settings

in order to solve problems, maintain a common thrust, and efficiently complete project activities. These settings ranged from project group meetings held in the state capital at Charleston, to the meetings conducted on-site by the consultants and CRA's, as well as communication by telephone and letter. Although this aspect of the Model Schools Project did not involve teachers, the latter were closely involved in the project via inservice staffings and informal meetings with their principals, consultants, and CRA's.

Primary personnel involved in the project, and their descriptive roles, follow.

State Department Codirectors planned, administered, and directed the project. They were responsible for personnel selection, schools, design and development, assignments, initiation of meetings, coordination, communication, problem solving, continuity, maintenance, and project operation. Initial conceptualization of the Model Schools Project was originated by a cadre of State Department personnel from the Bureau of Learning Systems' Division of Instructional Learning Systems (see p. 22).

Consultants were selected and appointed by the codirectors. Consultants were charged with providing support, technical advice, and supervision of the model schools implementation process. Most specifically, consultants were responsible to serve as project specialists, and support principals and County Reading Administrators (CRA's) throughout the needs assessment through plan development and implementation processes. They ensured that the program proceeded systematically at an appropriate pace, and were charged with the responsibility of maintaining a written, dated record of the installation process, on-going analysis of the PIRA implementation

process, and synthesis of the process and notes into a written report to be submitted at the close of each year of Model School Project operation. Consultants served as arms of the codirectors, and each one held the doctoral degree in reading and served as a faculty member on an institution of higher education reading faculty.

County Reading Administrators (CRA's) held the logistical, personnel, developmental, and organizational keys to the project. As the chief county reading authority, it remained the responsibility of the CRA's to ensure consultant-principal-faculty project continuity, support the principals in the project installation process, coordinate communication as needed, and articulate the developmental process within the model schools along with the principals and consultants. While the consultants functioned as external agents in the installation process, the CRA's functioned as internal agents.

Principals administered the project at the local education agency (LEA) level. In addition to their usual role, principals were expected to demonstrate commitment and leadership in the project. As inservice, curriculum, and administrative leaders, the principals ultimately provided the direction, cohesiveness, and determined the degree of success of the project.

Teachers ultimately comprised the greatest potential multiplier force for the translation of the project into practice, and enjoyed the vantage point of direct influence upon the curriculum, developmental efforts, and the children. Teachers completed the Criteria in an inservice setting with the support, direction, and guidance of the principals, consultants, and CRA's.

Design

A decision was made to use the Criteria of Excellence in pre-posttest fashion for the Model Schools Project. This decision was made so that the Criteria could be field tested, serve the purpose that it was developed for, and provide data indicative of curricular change along specified criteria lines as a result of project involvement. An example of the type of data acquired in this manner for an actual school's pre- (First Semester 1978-1979) and posttest (Second Semester 1979-1980) status is included in Appendix B.

Data collected on the organization, operation, and value of the Criteria as an evaluation instrument consisted of two types. They were: (a) rating scale, and (b) narrative feedback.

Rating Scale Information

Rating scale information reflecting on the Criteria was of two types. They were: (a) implementation value, and (b) implementation ease. The two types of information (value and ease) were obtained separately for the following five aspects of the Criteria.

1. The complete Criteria of Excellence (i.e., the entire document and involved procedures from beginning to end).
2. The explanation of the instrument to the faculty.
3. Appointment of a faculty committee to evaluate the reading program using the Criteria.
4. Discussion of the Criteria during the evaluation process.
5. Completion of the Criteria evaluation section.

Rating scale information on the preceding five aspects was collected from the principals, consultants, and CRA's. This information is reported in the results section. Additionally, the format for acquiring this information is contained in Appendix C (see number 4 on p. 39), while the

rating scale used is on p. 40 of the same appendix. A decision was made to round all rating scale mean results for interpretation purposes (interpretations were made as approaching a particular level).

Narrative Feedback Information

Narrative feedback consisted of anecdotal-type information acquired on the Criteria. Specifically, strengths, weaknesses, and recommendations to improve the Criteria were solicited. This information was collected on a Criteria Feedback Sheet (see Appendix D, p. 41). The gist of the information obtained is reported in the results sections.

Rating Scale Information Results

Rating scale information (0-5) was obtained for principals, consultants, and CRA's, as noted earlier. Results for principals' ratings of implementation value and implementation ease for the Criteria follow in Table 1.

Insert Table 1 about here

Results for consultants' ratings of implementation value and implementation ease follow in Table 2.

Insert Table 2 about here

Results for county reading administrators' ratings of implementation value and implementation ease follow in Table 3.

Insert Table 3 about here

Narrative Feedback Information Results

Narrative feedback information results were divided into positive and negative comments. Recommendations were incorporated into the recommendations section of this report.

The general pattern of the positive feedback information indicated that the instrument was comprehensive, made a faculty aware of strengths and weaknesses of a program, was a good needs assessment instrument, and brought a sense of faculty cooperation.

The general pattern of negative feedback information indicated that the instrument was too lengthy, redundant, technical, and time consuming; it tended to overwhelm initially.

Explicit narrative feedback comments giving rise to the preceding statements are contained in Appendix E (p. 43). Readers interested in more specific comments should refer to this appendix.

Interpretation

Rating Scale Information

A review of tabular information for the principals, consultants, and CRA's, as well as for specific aspects of the Criteria (complete, explain, appoint, etc.) reflect a number of trends.

Initially, consideration of the implementation value (IV) and implementation ease (IE) for the complete Criteria reveals a high degree of concurrence for principals, consultants, and CRA's alike. The value for the three groups is 4.16, 4.66, and 4.16 respectively (refer to Tables 1, 2, and 3), while the IE runs 2.66, 2.66, and 2.83. These values indicate that all three groups perceive the IV and IE in a similar vein, the primary difference coming between the value of the complete Criteria, which is rated as of "considerable value," while the ease is rated as difficult approaching average difficulty. This reflects a perception that

the Criteria is viewed as of considerable value, but somewhat difficult in terms of implementation.

Consideration of the IV and IE of explaining the Criteria to the faculty is rated similarly, although principals perceive the explanation as of average value (3.33), while consultants and CRA's perceive the explanation as of considerable value (4.16 and 3.83 respectively). The explanation was considered of average difficulty by all three groups (3.33, 3.33 and 3.5 respectively), with the explanation approaching easy as perceived by the CRA's (3.5).

Appointing a committee for Criteria use appears to be of considerable value for all three groups, although the consultants and CRA's rating of this function approaches extremely valuable (4.66 for each group respectively).

While the principals rated committee appointment as of average difficulty, consultants and CRA's indicated that this task was easy, a difference that may indicate the principals considered the success of the project as dependent upon the selection of appropriate committee members.

Discussion of the Criteria reflects additional differences among the groups. While the three groups perceived the discussion as of considerable value (3.83, 4.33, and 4.5 respectively), the CRA's rating of 4.5 approaches an extremely valuable perception. Additionally, while the principals rated the discussion as being difficult (2.33), consultants and CRA's rated the discussion as approaching easy (3.5 and 3.66 respectively). This latter viewpoint of consultants and CRA's, as compared to principals, may reflect the background of the former in reading, no doubt, which results in their being more at ease with an instrument such as the Criteria.

Completion of the Criteria evaluation reflects a trend similar to that of the discussion. The three groups indicated that they viewed the evaluation section as being of considerable value; while the consultants and CRA's indicated that the evaluation ease was of average difficulty, the principals indicated that the evaluation ease approached average difficulty (2.5). A difference for principals would, however once again, appear to exist.

Based on the preceding information derived from the tables, it appears that principals rate the value of the Criteria as low as or lower than the consultants and CRA's in every instance (the only exception is the complete Criteria section, which principals rate on a par with the CRA's). Consultants and CRA's appear to rate the value of the instrument similarly (except, once again, for the complete Criteria, which consultants rate as approaching extremely valuable, i.e., 4.66).

Combining the ratings over all components of the instrument revealed highly similar scores. In this instance, principals, consultants, and CRA's rate the value of the instrument as considerable (3.9, 4.36, and 4.2 respectively), while the ease of the instrument ranges from approaching average difficulty for the principals (2.76), to average difficulty for the consultants (3.3), to approaching easy for the CRA's (3.53).

Narrative Feedback Information

A review of the positive comments recorded by project participants indicated that the Criteria of Excellence achieved its overall purpose, i.e., enhancement of a school reading program improvement and operation (see p. 6). Additionally, the comments reflect that the specific cited purposes of the Criteria are attained in whole, or in part. For instance, it appeared that purpose number one, appraisal of a school reading curriculum, is soundly supported, as are purposes 3 (management of

school reading program components) and 4 (instrument for upgrading administrator and faculty knowledge and grasp of reading program status, operation, and potential for improvement). Purpose 2, establishment of a new reading program, was not examined during the course of the project, nevertheless, it appeared that, based on the rating scale and narrative feedback sections of the data, that the Criteria would provide a suitable instrument for establishment of a new reading program.

Synthesis

Several themes emerge when the positive comments of the narrative feedback sheets are analyzed. These themes involve instrument comprehensiveness; strengths, weaknesses, and strength continuity in program modification and/or change circumstances; worth as an evaluation tool; program insight acquisition; and a frame involving current curricular status assessment, projected status, and the bridge between.

A number of themes emerge when the negative comments of the narrative feedback sheets are analyzed. These themes involve instrument complexity, length, redundancy, the oftentimes inchoate status of faculty members as regards sophisticated reading program knowledge, background, and sophistication; technical language (related to faculty sophistication), and the time necessary to complete the document. In analyzing the negative attributes, it appears that some of the comments are a product of different ways of looking at the same issue, and oftentimes contradictory. For instance, some respondents indicated that not enough specific information was requested, while others indicated that specific statements should be combined to obtain a more general index regarding a category (thus shortening instrument length). While these types of criticisms are a natural product of differences in faculty member sophistication, other criticisms tend to be more credible.

It appears, based on a consideration of the nature, organization, and dimensions of a sound reading program, as well as the cognitive and curricular implications of certain kinds of evaluation tasks, that some of the criticisms are going to persist no matter what. By the same token, it is believed that the nature, organization, and dimensions of a sound program are so complex that the potential for a lack of goodness of fit, or mismatch, in a curriculum evaluation instrument such as a Criteria, is exceptionally great. Subsequently, the negative criticisms would appear to take on credence; it appears that a thorough review of the Criteria, in the context of strengths, weaknesses, and recommendations, will determine the degree of credence, or validity, of the criticisms. A rationale and supporting statement should be included whenever examination reveals that a criticism is lacking in validity, due to the nature of a reading curriculum, principles, and the realities of the evaluation process. On the other hand, modifications should be made where warranted.

Implications

A number of implications for elementary school reading program practice and improvement derive from the discussion and use of an instrument such as the Criteria in a school-based setting. Implications exist for:

1. Program structure. It would seem that the systematic use of a comprehensive reading evaluation instrument similar to the Criteria would have significant implications for modeling existing program dimensions and operations along the lines of the criterion standards.

2. Personnel support. The involvement of school staff in group activities with common foci and goals would appear to generate considerable personnel support for a target program.

3. Program status. Timely, thorough and efficient use of an instrument similar to the Criteria would appear to provide users with an index of program status and continuity.

4. Staff knowledge. Structured discussion, manipulation, reorganization, and generation of specific program dimensions would appear to provide participating staff members with an excellent forum for the analysis, internalization, and mastery of selected aspects of a target program.

5. Cooperation. Discussion and group process along common programmatic lines would appear to provide participants with a common background, interest; thus facilitate cooperation due to involvement in tasks requiring common support and interaction.

6. Program improvement. Conscious and systematic analysis of existing program and practice, development of a plan for program and practice improvement, coupled with implementation of the plan through inservice education and common staff involvement and support ... would appear to comprise the essence of the program improvement process.

7. Inservice improvement and relevance. Inservice activities and program that are timely, objective-based, goal-directed, and derive from school staff joint enterprises ... would appear to be meaningful, relevant, and contain a considerable inherent potential as opposed to inservice activities and programs that are not.

8. Establishment of operational mechanisms/improvement of existing mechanisms. It would appear that a timely, systematic, and directed program evaluation effort along Criteria lines would highlight the absence of needed operational program mechanisms, and provide a qualitative index of the status of existing mechanisms. The preceding information, when

translated into a plan for program improvement, would appear to contain the potential to significantly impact mechanisms of the type alluded to.

9. Balanced, comprehensive evaluation and plan. The nature of the process involved, staff, and Criteria-program match would appear to provide the basis for a balanced, comprehensive evaluation and plan, as would be compared to the type of evaluation and plan that would derive from a more limited procedure.

10. Student achievement. Program improvement of the type resulting from Criteria use would appear to have the capacity to eventually significantly impact student achievement.

Conclusions

A number of conclusions have been reached as a result of the development and implementation of the Criteria of Excellence. Those conclusions lead to the recommendations for future document modification and use. Conclusions follow.

1. The Criteria comprises a systematic and comprehensive instrument for reviewing, analyzing, and assessing the status of an existing reading program along generic lines.

2. The Criteria serves as a set of comprehensive markers for pre and post reading program information acquisition.

3. The Criteria presents a tool for a group process effort with common salient foci in the reading curriculum area.

4. Criteria results may be used to generate a longitudinal inservice education plan.

5. An external consultant, knowledgeable in reading curriculum organization and development, appears an invaluable asset to systematic and effective Criteria use.

6. The Criteria constitutes a complex and lengthy task; consequently, the nature, considerations, and implications of the task are a necessary part of any advance organization involving faculty preparation for instrument use.

7. Differences exist in the cognitive operations employed by the various types of criterias. A criteria of the type that involves reception, internalization, manipulation, reorganization, and expression of channeled information along convergent lines functions much in the same way as a restricted essay-type question, as compared to objective test item format criterias (Gronlund, 1971).

8. Differences exist in the perceptions of different personnel as regards the use of an instrument such as the Criteria (this observation is directed at the implementation value and ease rating data reported by the principals, consultants, and CRA's in Tables 1, 2, and 3).

Limitations

A number of limitations exist for this report. Two of those limitations follow, others have been omitted, while still others may result from an attempt to restrict the report to the Criteria and its application exclusively.

1. No teacher perceptions were obtained regarding the implementation value and implementation ease of the Criteria, nor was teacher narrative feedback obtained. Teachers' perceptions, as users, would appear to be necessarily important data. Differences among teachers and the other personnel involved in instrument use would almost certainly appear to exist, and a knowledge of these perceptions would most certainly appear to provide potential to improve the organization and implementation of the Criteria.

2. Information collected was one-shot. It would seem that future data acquisition should necessarily include separate pre and post rating scale and narrative feedback information.

Recommendations

Recommendations derived from the development and use of this instrument in a controlled setting are directed at instrument improvement and preparation for use at the local school level. They are based on available data from the Criteria itself, implementation value and ease ratings, and Criteria feedback sheets. Recommendations follow.

1. Technical language needs to be defined in a dictionary of terms section. This definition will foster a higher degree of convergence along instrument use and user lines.

2. Teacher perceptions via rating scale and narrative feedback ought to be a part of the evaluation design.

3. Implementation value, ease, and narrative feedback should be collected separately each time that the instrument is used.

4. A review of the instrument should be undertaken, with an eye to decreasing the length, complexity, and redundancies insofar as the purpose and value of the instrument will not be significantly impaired.

5. Sample information and illustrations should be included where appropriate.

6. A resource handbook should be developed that provides a degree of standardization and explanation regarding the preparation for instrument use, committee appointment, technical vocabulary definitions, instrument length, the nature of redundancy, complexity, the amount of time necessary to fully implement the instrument in a school setting, the nature and characteristics of the curriculum evaluation process, and positive and negative aspects of the instrument itself.

BIBILIOGRAPHY

Basile, J., Shockley, R., Suiter, P.E., & Wilkes, R. West Virginia Model Schools Project Conceptualization. Charleston, West Virginia, 1977.

Gronlund, N. Measurement and evaluation in teaching (second ed.). New York, New York: The Macmillan Company, 1971.

West Virginia Criteria of Excellence. Charleston, West Virginia: West Virginia Department of Education, 1977.

Appendix A

Category IV of the

West Virginia Criteria

of Excellence: Curriculum

and Instruction

IV CURRICULUM AND INSTRUCTION

6.0 CRITERION: CURRICULAR AND INSTRUCTIONAL PRACTICES PROVIDE FOR OPTIMAL STUDENT ACHIEVEMENT.

INDICATORS	EVIDENCE
6.1 A written comprehensive reading plan exists containing the following elements:	
A. Philosophy and goals.	
B. Needs assessment procedures. . . .	
C. Specific objectives for the following areas:	
1. Developmental	

2. Accelerated. . . . . _____

_____

_____

_____

3. Adapted. . . . . _____

_____

_____

_____

4. Corrective. . . . . _____

_____

_____

_____

5. Remedial. . . . . _____

_____

_____

_____

6. Literature. . . . . .

7. Reading in content areas. . . . .

8. Language development and experience. . . . . .

D. Activities to implement objectives. .

E. Evaluation of objectives and activities. . . . . .

6.2 The reading program is established upon the basis of a sequential development of concepts, essential competencies, and learner outcomes. . . . . .

6.3 Instruction is aimed at the developmental level of the learner and provides for individual differences. . . . . .

6.4 Teachers actively use a diagnostic-prescriptive approach to reading instruction. . . . . .

6.5 Articulation has been established between levels of instruction. . . . . .

6.6 Articulation has been established within levels of instruction. . . . . .

6.7 Provisions are made for the application of reading skills in all curricular areas. .

6.8 Intellectual, socio-emotional, and physical needs are considered in instruction. . . . . .

6.9 Instructional practices encourage and assist learners in the use of literacy materials. . . . . .

6.10 Instructional practices stress reading for enjoyment. . . . . .

6.11 Curricular and instructional decisions are based upon the comprehensive reading program (see pages 23 - 25). . . . . .

6.12 Functional reading skills are incorporated into instruction. . . . . .

6.13 Study skills are incorporated into instruction. . . . . _____

_____

_____

_____

6.0 CONCLUSION: Curricular and instructional practices provide for optimal student achievement.

1	2	3	4	5
Not Accomplished	Some Progress	Significant Progress	Almost Accomplished	Accomplished

IV CURRICULUM AND INSTRUCTION - RECOMMENDATIONS

6.1

6.2

6.3

6.4

6.5

6.6

6.7

6.8

6.9

10

11

12

13

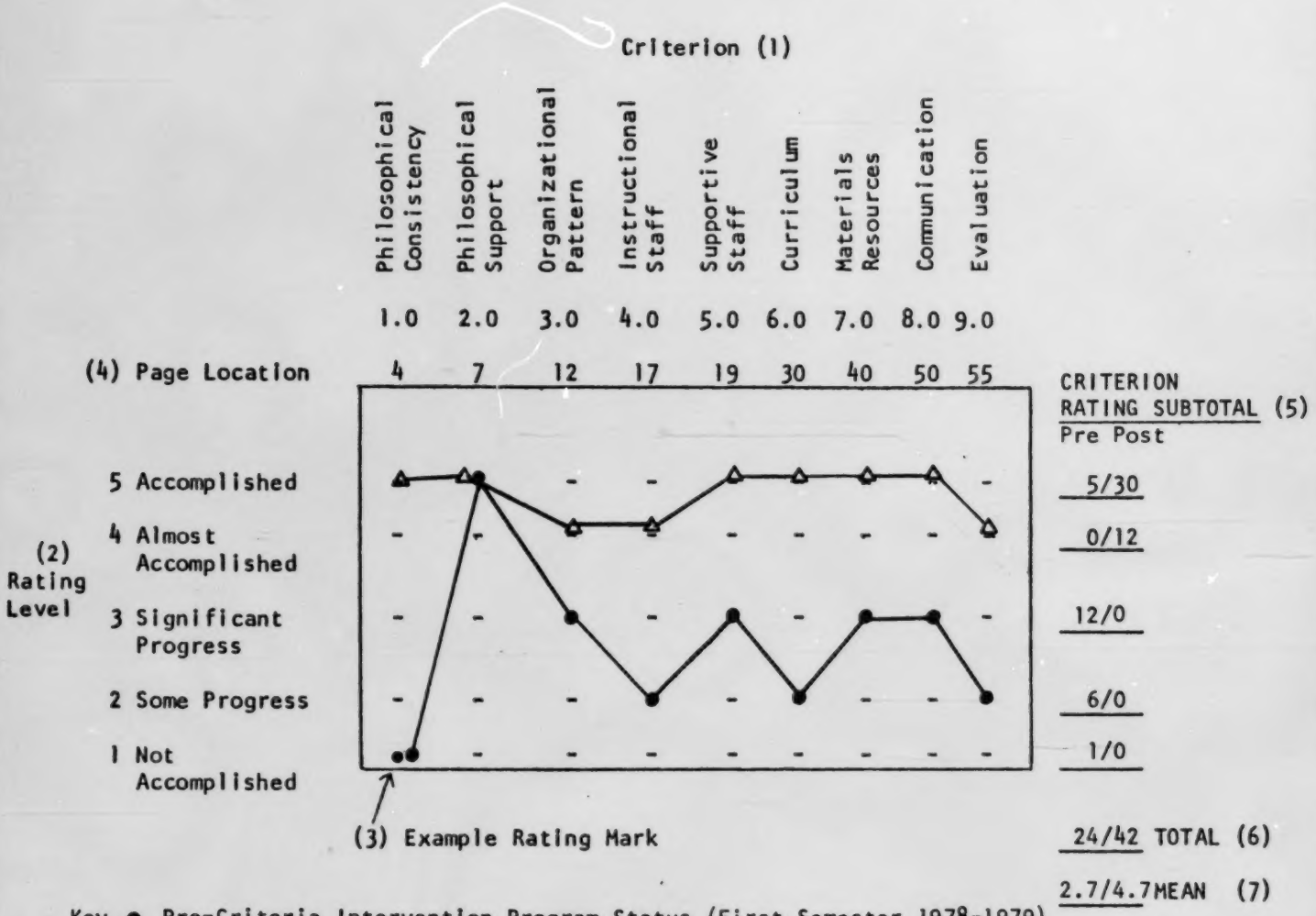
Appendix B

Synthesis Graph

and Actual School

Pre and Post Criteria Evaluation Results

SYNTHESIS GRAPH



Key ● Pre-Criteria Intervention Program Status (First Semester 1978-1979)

△ Post-Criteria Intervention Program Status (Second Semester 1979-1980)

NARRATIVE SECTION

Completion of this section should result in a general descriptive summary of the relationship among the nine separate criteria. Use the Synthesis Graph in order to facilitate this description.

Appendix C

Information Acquisition Sheet

and Accompanying Rating Scale Sheet

School _____
Rater _____

WEST VIRGINIA MODEL SCHOOLS PROJECT
PHASE/COMPONENT IMPLEMENTATION RECORD

Phase One Step.	Implementation Date	Completion Date	(See attached Rating Scale) Value	Ease	Type of Documentation Included
1. Make commitment					
a. statement of faculty commitment to reading curriculum improvement					
b. other					
2. Explain MSP					
a. note to home					
b. news media					
c. PTA					
d. other					
3. Write philosophy					
*4. Complete Criteria of Excellence					
a. explain to faculty					
b. appoint committee					
c. discuss criteria					
d. complete Criteria evaluation					
5. Train/review principals					
a. Inservice for Principals					
b. Staff Development					
c. Interfacing EC/LO's with Developmental Reading					
6. Complete model school background data report					

*Criteria of Excellence Section

Rating Scale

Implementation Value	Implementation Ease
0 No application	0 Not implemented
1 No value	1 Extremely difficult
2 Some value	2 Difficult
3 Average value	3 Average difficulty
4 Considerable value	4 Easy
5 Extremely valuable	5 Extremely easy

Appendix D

Criteria of Excellence

Feedback Sheet

Date _____
School _____
Rater _____

Criteria of Excellence
Feedback Sheet

Directions. We would like to obtain feedback information on the characteristics of the Criteria of Excellence. This should help us to modify or adjust the instrument so that other users get the type of data needed with a minimal amount of impediments. In order to do this, we would like to have you provide us with some of the insights you gain in your school's application. Please supply information for:

Strengths of the Criteria

Weaknesses of the Criteria

Specific recommendations and/or directions needed to improve the utility of the Criteria of Excellence

Appendix E

Criteria of Excellence

Feedback Sheet

Comments

Positive Comments

1. Makes faculty more aware of strengths and weaknesses of the existing program.

2. Coherent attempts may be made, as a result of instrument use, to initiate reading improvement plans while maintaining existing strong points.

3. The Criteria is extremely comprehensive and gives a good overall picture of a school's reading program.

4. Thoroughly reviews the entire school's program from all facets.

5. Provides a good evaluation instrument.

6. Format easy to follow.

7. Provides a school with an opportunity for a strong overview of its program and potential.

8. Good needs assessment instrument.

9. Well-structured and comprehensive in regard to content.

10. The synthesis graph depicts the cohesiveness among the nine criteria very well.

11. Gives insight into the entire program.

12. Gives the faculty insight as to where the program stood, and to where we would like to go.

13. Brings a sense of cooperation among faculty members.

14. Makes aware of needs and different components.

Negative Comments

1. The Criteria tends to overwhelm initially.

2. Instrument appears to be too lengthy and redundant.

3. Evaluators may have difficulty writing statements where they have never written before.

4. May be possible to develop a shorter version.

5. Too much general information requested; not enough specific.

6. Could be more functional if the indicator statements were combined.

7. Too long and involved for an average school to cover in a normal year; took our school approximately 22.5 hours to complete.

8. Instrument needs simplified.

9. Much of the language is too technical to be practical.

10. Needs definitions and sample lists.

11. Instrument not self-explanatory.

12. Too long and involved; could be simplified.

13. Many parts seem to require the same, or nearly the same, answer.

14. Too lengthy.

15. Combine indicator statements where possible.

16. Excessive time needed to complete the document.

Table 1

Principal Ratings

for the Criteria of Excellence

for Six Model Schools

	School								Project Means	
	A		B		C		D		E		F			
Criteria Aspect	V	E	V	E	V	E	V	E	V	E	V	E	Value	Ease
Complete Criteria	3	3	4	2	5	3	4	3	4	3	5	2	4.16	2.66
a. explain to faculty	3	3	3	4	3	4	3	4	3	3	5	2	3.33	3.33
b. appoint committee	4	4	4	3	5	4	3	4	3	3	5	5	4.0	3.0
c. discuss Criteria	3	3	4	3	5	2	3	3	3	3	5	3	3.83	2.33
d. complete evaluation	3	3	4	3	5	2	4	3	4	2	5	2	4.16	2.5
Grand Mean													3.9	2.76

Note. V/Value = Implementation Value

E/Ease = Implementation Ease

Scale.	Value	Ease
	0 Not applied	0 Not implemented
	1 No value	1 Extremely difficult
	2 Some value	2 Difficult
	3 Average value	3 Average difficulty
	4 Considerable value	4 Easy
	5 Extremely valuable	5 Extremely easy

Table 2

Consultant Ratings

for the Criteria of Excellence

for Six Model Schools

	School							
	A	B	C	D	E	F	Project Means	
Criteria Aspect	V E	V E	V E	V E	V E	V E	Value	Ease
Complete Criteria	5 3	4 3	5 1	5 3	4 3	5 3	4.66	2.66
a. explain to faculty	4 3	3 4	4 3	5 3	4 4	5 3	4.16	3.33
b. appoint committee	5 4	3 4	5 4	5 4	5 3	5 5	4.66	4.0
c. discuss Criteria	3 3	4 4	5 4	5 3	4 3	5 4	3.83	2.33
d. complete evaluation	3 3	4 3	4 3	4 3	4 3	5 3	4.0	3.0
Grand Mean							4.36	3.3

Note. V/Value = Implementation Value

E/Ease = Implementation Ease

Scale.	Value	Ease
	0 Not applied	0 Not implemented
	1 No value	1 Extremely difficult
	2 Some value	2 Difficult
	3 Average value	3 Average difficulty
	4 Considerable value	4 Easy
	5 Extremely valuable	5 Extremely easy

Table 3

County Reading Administrator Ratings

for the Criteria of Excellence

for Six Model Schools

	School						Project	
	A	B	C	D	E	F	Means	
Criteria Aspect	V E	V E	V E	V E	V E	V E	Value	Ease
Complete Criteria	4 4	4 3	5 1	4 2	4 3	4 4	4.16	2.83
a. explain to faculty	5 4	3 3	4 3	3 3	3 4	5 4	3.83	3.5
b. appoint committee	5 5	4 4	5 4	4 4	5 4	5 5	4.66	4.0
c. discuss Criteria	5 4	4 4	5 4	3 3	5 3	5 4	4.5	3.66
d. complete evaluation	3 4	4 2	4 3	4 3	3 3	5 5	3.83	..33
Grand Mean							4.2	3.53

Note. V/Value = Implementation Value

E/Ease = Implementation Ease

Scale.	Value	Ease
	0 Not applied	0 Not implemented
	1 No value	1 Extremely difficult
	2 Some value	2 Difficult
	3 Average value	3 Average difficulty
	4 Considerable value	4 Easy
	5 Extremely valuable	5 Extremely easy